



Creative, Curious, Caring

Behaviour Curriculum Sequence

Intent – Our Rationale

At Aboyne Lodge we see an intrinsic link between emotional wellbeing and behaviour and therefore it is important that we consider wellbeing when we consider behaviour. Aboyne Lodge School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The School community have agreed three expectations for behaviour in our school that underpin everything we do:

We are Ready, Respectful and Safe

When a child's behaviour falls short of our expectations, especially if this is out of character, or is persistent, staff should ask themselves the following questions: Does this child truly understand what is expected? Is this child able to meet the expectation? If not, could they learn if explicitly taught, or do reasonable adjustments need to be made?

Recognising that a child's behaviour may have underlying causes that need to be addressed is not the same as allowing the child's behaviour to continue unchecked. It is about recognising that the journey towards the desired behaviour may be a longer and more winding one for this child than for others and then putting in place the support they need to complete it.

At Aboyne Lodge we focus on supporting children towards acceptable behaviour within the context of trusting relationships – this does not mean abandoning boundaries and encouraging a free-for-all. Boundaries must be secure and steadfast, but the methods by which we ensure children stay within them should be flexible, compassionate and designed to build them up, not shame and humiliate them.



Where a child's behaviour contradicts our aims and inhibits their own learning; affects the ability of their teacher to teach and their peers to learn, we will work closely with the child and their parents/carers. Working in collaboration with parents/carers to understand the issue(s) and try solutions, in our experience has positive results. We also have systems in place for early identification of SEND as we understand that unwanted behaviour may be exhibiting an unmet/unidentified need. (Also see our SEND Policy.)

This curriculum should be read in conjunction with the School Behaviour Policy, The Behaviour Principles Written Statement, our Anti-bullying policy, the school Health and Safety policy, the Exclusions policy, Equality policy, SEND policy, Child Protection, Complaints, RSHE and our Physical Restraint policy.

The purpose of our behaviour curriculum is to:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Recognise that a child's behaviour may have underlying causes that need to be addressed and supported.
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

At Aboyne Lodge aim for a consistent culture of excellent behaviour management. We believe that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to apply the school behaviour principles fairly and unfailingly. We recognise that where learners feel treated as valued individuals they respect adults and accept their authority.

Reasonable Adjustments

We understand that undesirable behaviour often indicates an unmet need and work to identify the need and support. Through our therapeutic approach to behaviour, we aim for our pupils to act pro-socially because they are motivated to do so. In compliance with the Equality Act 2010, reasonable adjustments are made to ensure all children can access the curriculum as well as supporting pupil's emotional and social needs. Just as we differentiate learning for pupils, some pupils require differentiated behaviour support. Whilst the vast majority of our pupils' needs are met through our positive approach, some pupils may require reasonable adjustments.

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum



	subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, our behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year.
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Curriculum Drivers			
Sustainability	Cultural Diversity	Growth Mindset	Oracy

Manners	
At the end of each year pupils will:	For All Year Groups
Know	<p>Aboyne to make sure we are always polite to each other</p> <ul style="list-style-type: none"> ● Use the person’s name when you are speaking to them ● Thank You - pupils know that they should say ‘thank you’ when they receive something or someone does something nice for them. ● Excuse Me- pupils know that they should say ‘excuse me’ if someone is in their way ● Please - pupils know that they should always say ‘please’ when they are asking for something. ● Smile - pupils know that they should be positive and upbeat when talking to adults and each other <p>Know that it is important to have good manners so that people act politely back to you – e.g please and thank you or excuse me and pardon.</p> <p>Know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>Know that you should say ‘Good morning/afternoon’ to adults if spoken to.</p> <p>Know that it is polite to ask questions such as “How are you today?”, “Have you had a good morning?”, “Did you have a good weekend?” or comment on the weather.</p> <p>Know that it is polite to give eye contact to the person you are talking to. Some chn especially ASC chn will not be able to do this.</p>



	Know that it is important to show gratitude to others by thanking people for what they have done for you.
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Moving Around School – Fantastic walking

At the end of each year pupils will:	For All Year Groups
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Know	<p>Know that we walk around school using Fantastic Walking</p> <p>Know that Fantastic Walking means</p> <ul style="list-style-type: none"> • facing forwards • walking at a steady pace • in a straight line • with hands to yourself • without talking. <p>Know that when we move around school we walk on the left of the corridor</p> <p>Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.</p>
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Class room routines – slim down and modify maybe split up

At the end of each year pupils will:	For All Year Groups
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Know	<p>Know that we use Fantastic Listening in class. This means that we: – some SEND chn will not be able to do this but may well be listening</p> <ul style="list-style-type: none"> • Face forwards, hands together • Always sit up straight • Never interrupt • Track the speaker • Hands still
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	<p>Know that all work must be finished in the lesson and to a high standard. Expectations of the minimum to achieve should be clear</p> <p>Know that we all use Fantastic Listening to ensure everybody is able to learn without distractions.</p> <p>Know that some children will have different expectations and responses as we understand the difference between equity and equality.</p> <p>Know the order that you always line up in.</p> <p>Know who you stand in front of and who is behind you.</p> <p>Know that you should line up without leaning against the walls while moving around school.</p> <p>Know the routine for entering the classroom and getting ready to work – explicit expectations.</p> <p>Know where you sit in class during lessons (including ‘carpet places’)</p> <p>Know the routine for handing out and collecting exercise books in the classroom.</p> <p>Know where to hang up your coat and put your bag.</p> <p>Know that you should only go to the toilet at playtime or lunchtime, if you are ill during lessons or desperate. Also for children with a medical/psychological need. Maybe need reminders for all children at the beginning of lunch/play to start with. At the moment they often go after break/lunch – same for having a drink. As we have no water fountains could monitors leave water bottles in the playground for use during lunch and break so they do not need a drink when they come into class. Drinks and toileting often attract significant responses from parents. Drinks on desks or in a position in the classroom – not in bags. Have an agreed process for children who have forgotten their water bottle.</p> <p>Know that you need to get equipment out ready for the lesson and to look after it. –explicit – can use a class widget list perhaps</p> <p>Know how to put your hand up quietly to answer a question or participate in discussion. Non hands up school in the main.</p> <p>Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear. SEND</p> <p>Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.</p> <p>Know that verbal answers should usually be given in full sentences. modelling</p>
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Completing work in books	
At the end of each year pupils will:	For All Year Groups
Know	<p>Know how to set out work in books according to our Presentation Policy (see separate document).</p> <p>Know that each piece of work needs a date and title.</p> <p>Know that you must use ‘one square, one digit’ when writing in maths books.</p> <p>Know how to underline titles using a ruler.</p>



	<p>Know how to correct mistakes by drawing a straight line through your work.</p> <p>Know that graffiti is not permitted on books.</p> <p>Know that we do not write in other people's books or on their work unless specifically asked. peer marking etc</p>
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Playtime behaviour	
At the end of each year pupils will:	For All Year Groups
Know	<p>Know that you must walk from your classroom to the playground using 'Fantastic Walking'.</p> <p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' or get involved in 'rough play' because we may hurt someone by accident.</p> <p>Know that sliding tackles are not permitted in playground football.</p> <p>Know that you must be kind, by including people in your games and sharing equipment.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p> <p>Know that you do not kick the bark by the playground equipment as this creates a messy playground.</p> <p>Know that you should not scream when playing together at playtime.</p> <p>Know that, when the whistle blows, you stop.</p> <p>Know that you must walk to your classroom door and line up in your lining up order when your class number is shown.</p> <p>Know that you must have permission from an adult to go inside at lunchtime and have a band to use the toilet.</p>

Lunchtime behaviour	
At the end of each year pupils will:	For All Year Groups
Know	<p>Know where you line up for lunchtime when you are called.</p> <p>Know that you should use a quiet voice in the dinner hall.</p> <p>Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)</p> <p>Know that you should finish what you are eating before leaving your seat. Agree with staff that what has been eaten is sufficient</p> <p>Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.</p> <p>Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.</p>



Bullying

At the end of each year pupils will:

For All Year Groups

Know

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again
- Can be physical, verbal, and emotional

Know that bullying can be indirect. This means:

- Leaving people out of groups or games
- Talking about someone behind their back
- Standing by and watching someone get bullied without letting an adult know

Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult.

Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults

School Uniform

At the end of each year pupils will:

For All Year Groups

Know

Know that school uniform consists of –

Aboyne colours - Grey trousers or grey skirt, white shirt, white blouse or polo shirt, school sweatshirt and black shoes. Grey shorts can be worn in the warmer weather as can yellow summer dresses.

Know that all shirts must be tucked in.

Know that long hair must be tied back .

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch **but not a smart watch**.

Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, yellow polo-shirt, black trainers for outside. A plain black hoody can also be worn in colder months.

Know that indoor PE is done in black trainers.



Outside of School

At the end of
each year pupils
will:

For All Year Groups

Know	<p>Know that you must walk to places using 'Fantastic Walking'. For example, to the Boys school or the Abbey.</p> <p>Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.</p> <p>Know that you should be considerate of other people on trips, walking in public, arriving and leaving school.</p> <p>Know that being considerate means thinking about other people's needs, wishes and feelings.</p> <p>Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).</p>
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